

Allow me to Introduce; Jodi Holzer



Jo Wedding Portrait in Hawaii 2007

Hi, I'm Jodi, but you may call me Jo.

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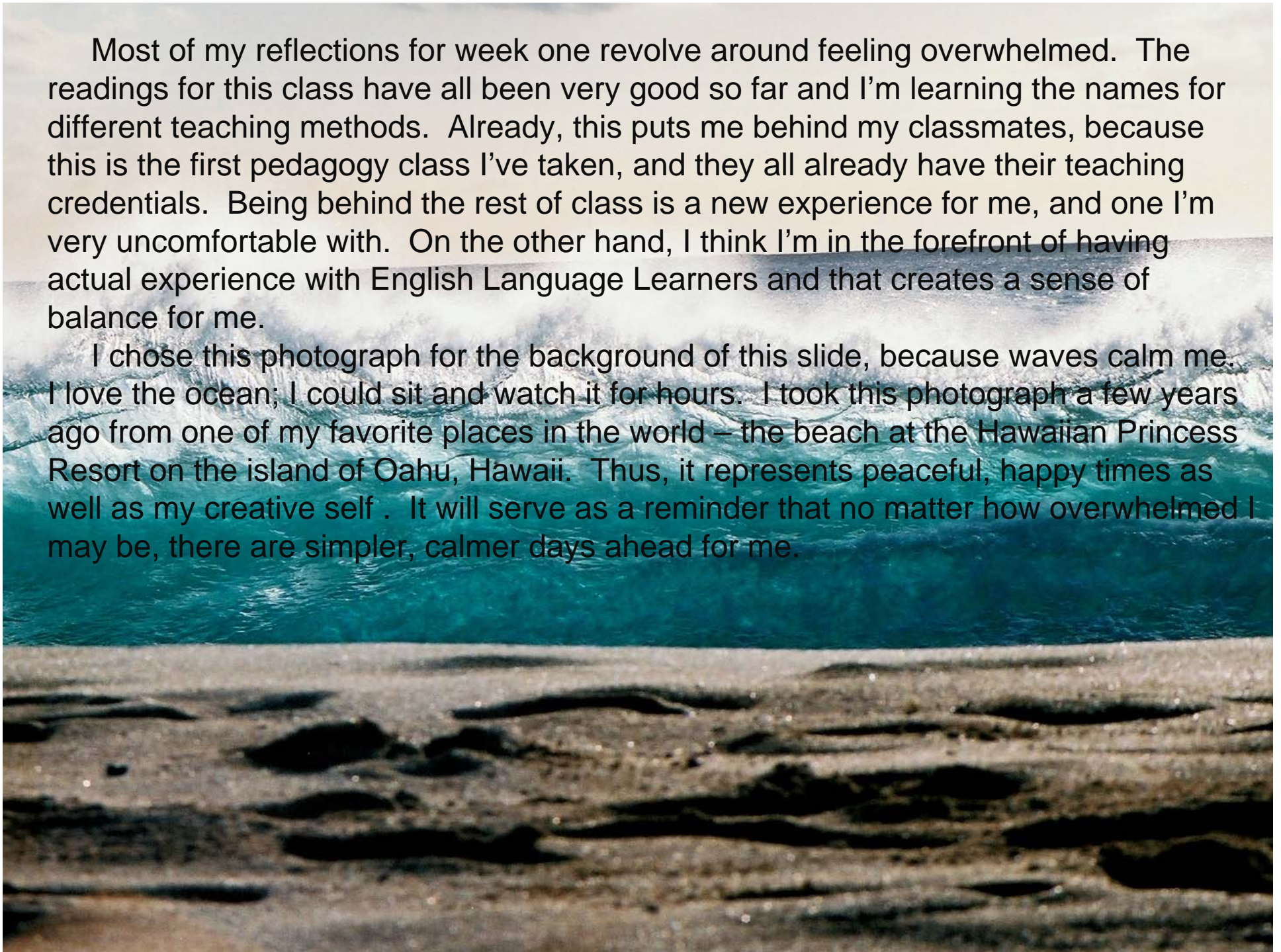
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My interests include photography and scrapbooking, reading and writing, watching football and playing darts.

I have the best husband in the world, two daughters, four step-sons, three grandchildren, nine step-grandchildren, all the in-laws that come with that many kids, and one spoiled-rotten cat.

Most of my reflections for week one revolve around feeling overwhelmed. The readings for this class have all been very good so far and I'm learning the names for different teaching methods. Already, this puts me behind my classmates, because this is the first pedagogy class I've taken, and they all already have their teaching credentials. Being behind the rest of class is a new experience for me, and one I'm very uncomfortable with. On the other hand, I think I'm in the forefront of having actual experience with English Language Learners and that creates a sense of balance for me.

I chose this photograph for the background of this slide, because waves calm me. I love the ocean; I could sit and watch it for hours. I took this photograph a few years ago from one of my favorite places in the world – the beach at the Hawaiian Princess Resort on the island of Oahu, Hawaii. Thus, it represents peaceful, happy times as well as my creative self. It will serve as a reminder that no matter how overwhelmed I may be, there are simpler, calmer days ahead for me.





Aurora

My favorite reflection from week two is the reading “Mamas, Meaning, and Motivation.”

In this reading we were told, “Envision a small baby you know very well.” Then, “Now, imagine that the baby you are thinking about is between one and two years of age.” I envision my granddaughter, Aurora.

My aah haa moment in this reading was that when we speak to children who are just acquiring language, we do not expect them to respond. I chuckled when I read, “Families don’t give language and comprehension tests; families don’t expect perfect pronunciation at first – in fact many are thrilled with the creative use of sounds.” I also learned that a low affective filter makes language acquisition easier. I now understand why my ELLs always want to come to my room, even when they are scheduled elsewhere. They know they have a safe and loving learning environment awaiting them with me. Unfortunately, that atmosphere is often lacking in other classrooms.

Week 3 Reflections

Top Down (Behaviorism)

Common Core

No Child Left Behind

Everything is measured, timed, etc.

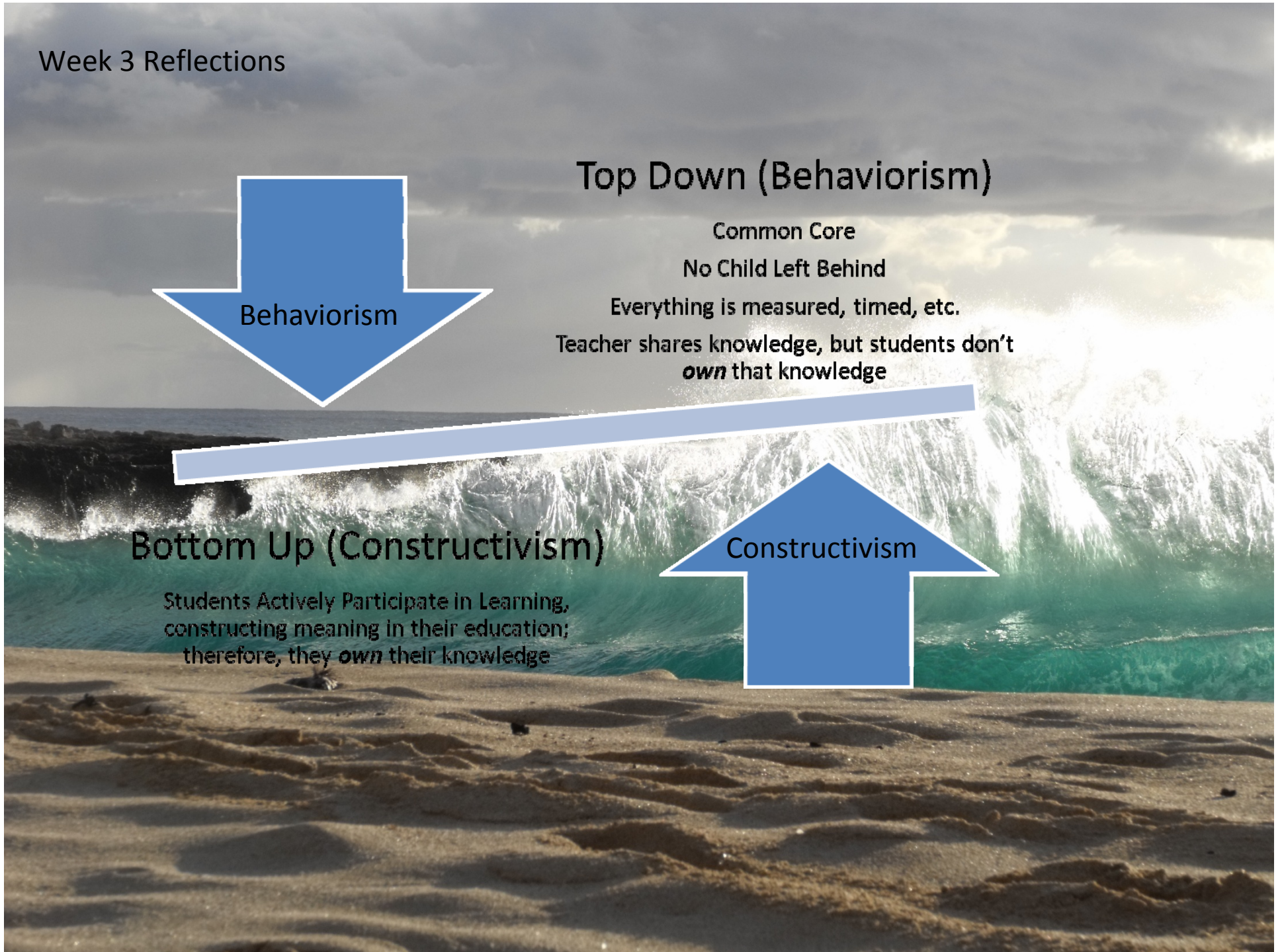
Teacher shares knowledge, but students don't *own* that knowledge

Behaviorism

Bottom Up (Constructivism)

Students Actively Participate in Learning, constructing meaning in their education; therefore, they *own* their knowledge

Constructivism



Popcorn:

Pop up and read
No comments, just
Let the words speak.

Personal & Professional:

Groups of students may ask
the teacher one personal &
one professional question as
a class-building activity.

Value Lines:

Good for teaching
Opposites and for
Classbuilding

Scribe & Messenger:

One student delivers
The message, the
other one writes it
down. Can be used for
spelling, punctuation,
content and just plain
fun! I used this activity
the following week and
my students loved it!

Face To Face

Activities



Three Perspectives

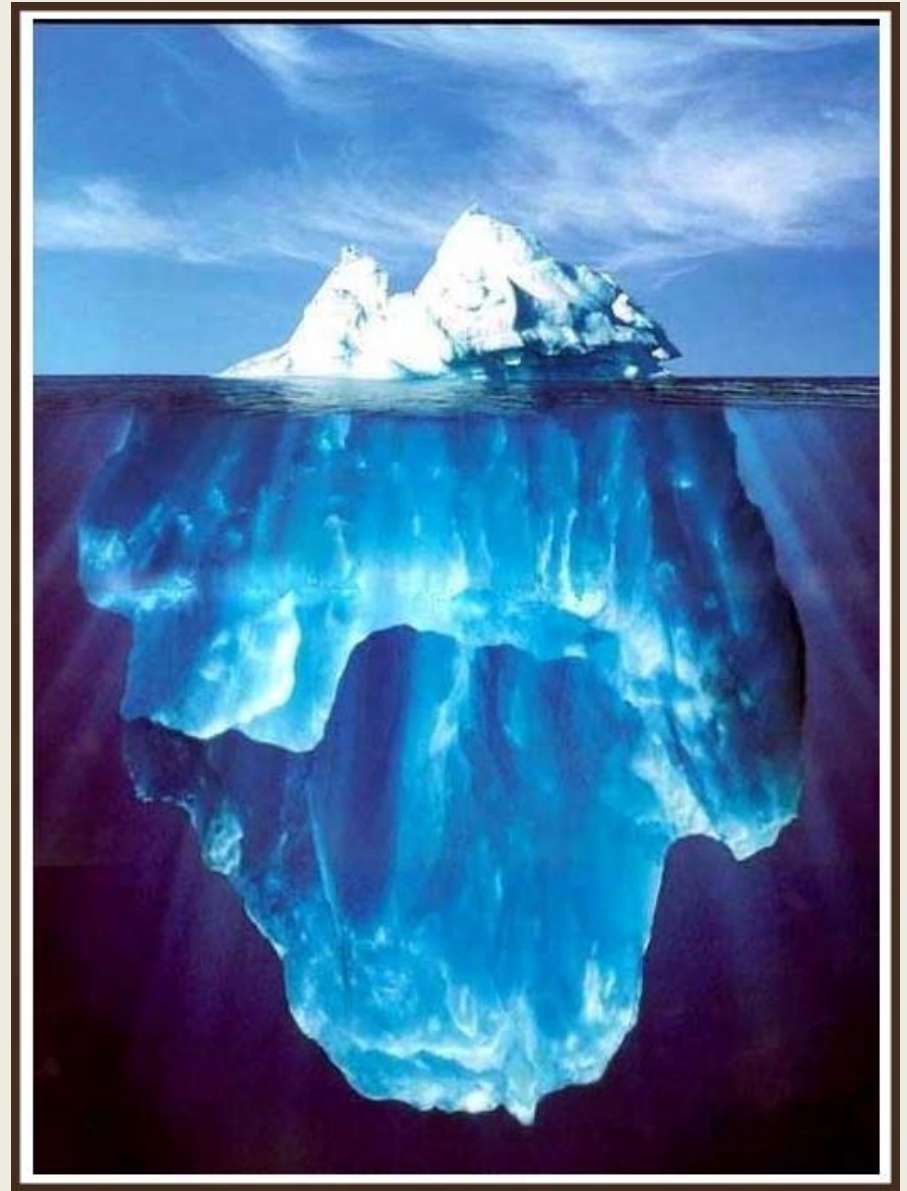
The 3 perspectives of teaching/ learning were new to me this week because I've never had a pedagogy class before this one.

Transformative education takes what is learned in the classroom outside into the community.

Generative education allows students to **own** their knowledge by generating it themselves.

Transmission is the style of education that most of my classmates and I had. This style of teaching allows the teacher to **share** his or her knowledge, but the students do not **own** that knowledge, because they did not generate it for themselves.

This fantastic picture clearly demonstrates how much of our students' learning and knowledge resides beneath the surface. I like to think of the area below the surface as *what* they are learning and the area above the surface as what they are able to communicate that they know on tests. They know so much more than any test can ever show. The further through this class I get, the more I am determined to assess my students in alternative ways. I am also moving toward more group activities, which is quite difficult to do in our school, because everyone works individually at their own pace on everything. I have been doing a weekly activity with my class as a whole, but I am going to expand that to at least three days a week of group interaction.



Retrieved from: www.joanwink.com/scheditems/iceberg-1.pdf



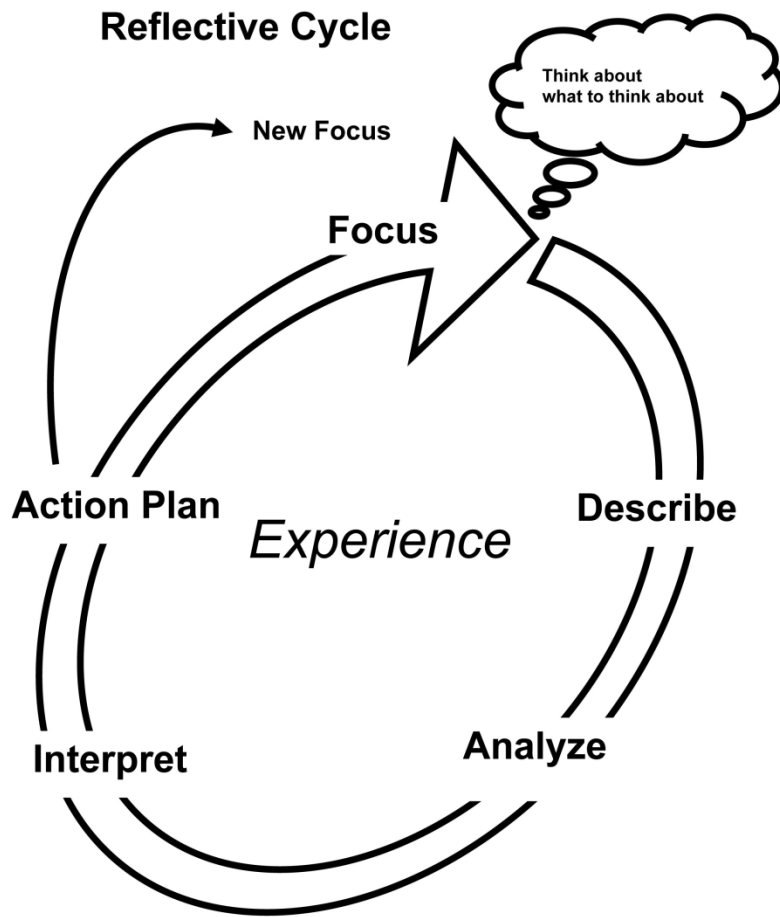
Stephen Krashen

My ah-ha moment of week 5 was that it is more important for students to acquire English than to learn it.

The **Acquisition-Learning** distinction is the most fundamental of all the hypotheses in Krashen's theory and the most widely known among linguists and language practitioners. According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or '**acquisition**' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

The 'learned system' or '**learning**' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen '**learning**' is less important than '**acquisition**'.

<http://www.sk.com.br/sk-krash.html>



The Reflective Cycle really got me thinking!!

And let me tell you, I have a lot to think about this week! I attended the WIDA conference and learned so many new things about how to teach English Language Learners effectively without “dumbing down” the material. I had several ah-ha

moments throughout the week, but the most significant of them was...

ELLs can learn the same content as the other students, but the manner in which they demonstrate that knowledge will vary according to their level of English proficiency. For example, they may not be able to write an essay explaining their research, but still be capable of giving an oral presentation of their findings. The way we assess their knowledge of the content can be switched to accommodate their level of proficiency.

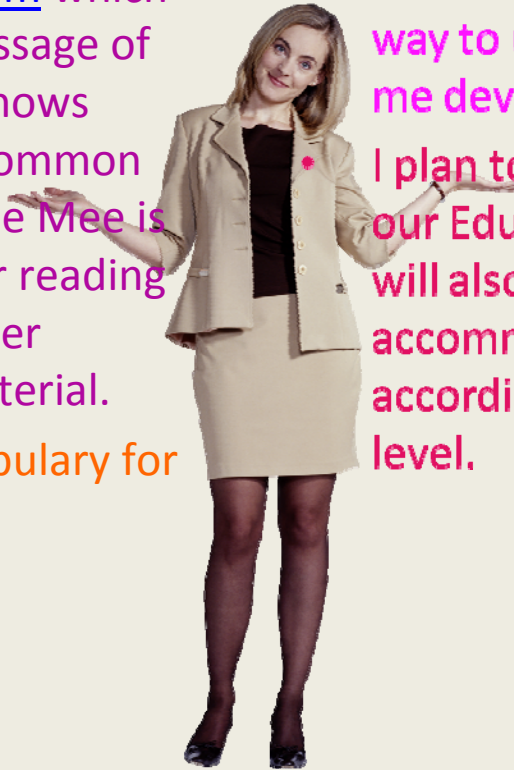


Week 7 Reflections

- This week I looked at several lessons plans on URLs from the class. I printed out a couple of them to use in my classes.
- My favorite finding this week was the website www.WordSift.com which allows users to enter a passage of text. The program then shows illustrations of the most common words in the passage. Mee Mee is going to try it out with her reading for CNA to see if it helps her comprehension of the material.
- I will also use it with vocabulary for my new low-level ELLs.

• Focus Project Part A

- In order to complete part A for submission this week, I had to spend some time planning out my focus for the project.
- I have decided to focus on the best way to use the ACCESS test to help me develop lessons for my ELLs.
- I plan to share my final project with our Education staff in hopes that they will also see the benefits of accommodating the students according to their English proficiency level.





Week 8 Learning Reflections

“When we break down elements of language into detached, lifeless Fragments known as “forms and functions” we limit students’ exposure to, and enjoyment of language as a whole. When we present language as a set of rules to be adhered to instead of as a means to express ourselves, we squelch creativity and turn kids off. How can we expect excellence from our kids when the English language—with its limitless potential—is ‘sold’ to them as consisting of nothing more than endless and isolated ‘practice’ in the use of nouns, verbs, and adjectives? In teaching language, there is no substitute for poetry, for drama, for music, for wordplay, or for great literature. Our kids ought to write their own poetry, compose their own stories, pen their own songs.”

--Anthony Salm

“We’re not talking here about “passing” assessments; we’re talking about *ownership* of a beautiful and ever-changing means of expression.”

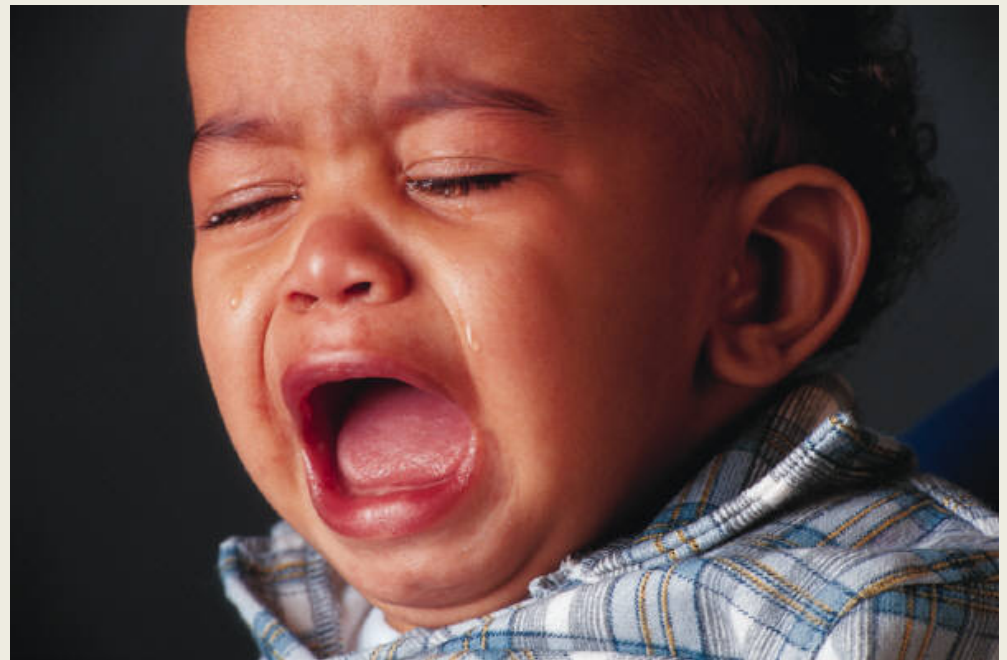
--Anthony Salm

October 6, 2012. This is how I feel today (and often). I am overwhelmed and on the edge of a breakdown. I'm seriously considering not continuing this ENL program.

The very thought of doing a presentation in class has me terrified!

I feel really out-of-touch on new technologies and I don't have any extra time to explore them. Also, learning them is not a priority for me, since I would not be able to use them at school because the technology there is even more outdated than I am.

I am considering something that never, ever would have crossed my mind before – asking what the very minimum work just to pass this class would be.



Week 9 Reflections

So far, this week is better. I set aside the activity that was causing me anxiety, and started writing part C of my Focus Project because I LOVE writing and it helps me solidify my thoughts. Writing has often been the best therapy for me, and this time was no exception. I am finding it a little hard to concisely convey what I'm trying to say in my project, because I still don't understand the subject well enough myself to do a good job of teaching it to others.

I've started planning for my Library Mapping Activity. I will take my one Spanish-speaking student to the library in Lead or Deadwood next week. I haven't decided which town to go to yet because I prefer the library in Lead, but Deadwood has public transportation not available in Lead.

Krashen & Brown Week 9

Again, I find myself amazed at the distinction between learning English and acquiring it. This seems like such a simple concept, but I had never thought about the difference until I was introduced to Krashen's writings. I really like Krashen & Brown's problem-solving hypothesis which states that, "We do not learn subject matter and new concepts by 'study,' but that they emerge as a by-product of problem-solving." My students resist my efforts in this area and I hope that I will learn some strategies to help overcome their reluctance to think questions through and develop their own answers. They always want to avoid the "critical thinking" questions in the chapter reviews because they can't just find the answers in the text and copy them down.

I also am inspired by the message that "writing makes us smarter." In the past, I tried having my students keep a journal of their day to day experiences, but most of them didn't participate, and I stopped trying. I think I will try it again with a different approach in which I ask them to reflect on their learning each day... Hmm, I wonder where I got that idea... 😊

Mee Mee

My reflections this week are a bit scattered. It has been a rough week for me, personally. Wednesday was the anniversary of my youngest daughter's death and that of my best childhood friend. To make matters worse, this lovely young lady, Mee Mee, one of my ESL students, ended up in the hospital that night. I visited her last night, and now I am even more worried than I was before. She has been medically separated from our program with the option to return, but she said she is going to try to go to a different Job Corps center. She is on her way back home to Huron today and I am sad. It pains me that I am not able to do anything more to help Mee Mee and that I may not even see her again. I love you, Mee Mee.



Library Mapping Activity


Week 10



Ceily Avila-Juarez

I took Ceily Avila to the libraries in Lead and Deadwood. She is helping me with my library mapping project because the librarians in both of these libraries know me, and know that I speak English. It was hard to watch her struggle to make herself understood without stepping in to help out. I also sympathized with the librarians because they were so uncomfortable that they couldn't understand Ceily. The librarian in Lead was much more helpful than the Deadwood librarian, but Lead did not have any books in Spanish. Deadwood only had two. Because there weren't any books in Lead, we didn't inquire about a library card there. At the Deadwood Library, the patron has to have ID and proof of residence in Lawrence County. Ceily has a green card, but no bills to prove her address, so she did not get a library card. The librarian is a former Job Corps employee, knows that it is located in Lawrence County, but was still unwilling to give Ceily a library card based on her Job Corps ID as proof of address. We ended up explaining our project, and she became somewhat friendlier, but still not very willing to help us. We both agree that the library in Lead is much more user-friendly!

Week 11 Reflections

A scenic view of a lake with several houses and a mountain in the background. The houses are reflected in the calm water. The sky is clear and blue.

Yesterday, I participated in a webinar about the changes that are coming to ESL through Job Corps. Quite a bit of it dealt with assessing ELLs when they enter our program. We are supposed to assess them within their first 14 days on center, which will involve rearranging some of their schedule during that time. Usually I do a short, informal assessment the day after they arrive so I can begin planning their course of study when they reach the education department, which usually doesn't occur until they've been on center for either 21 or 28 days. Job Corps is advising us to use different assessments than I had planned to use, so I will have to spend some time looking at them to see which one I like best. I still think it makes sense to use the W-APT since it is provided by WIDA, and we are required to use the WIDA ACCESS for ELLs test every spring to report to the state.

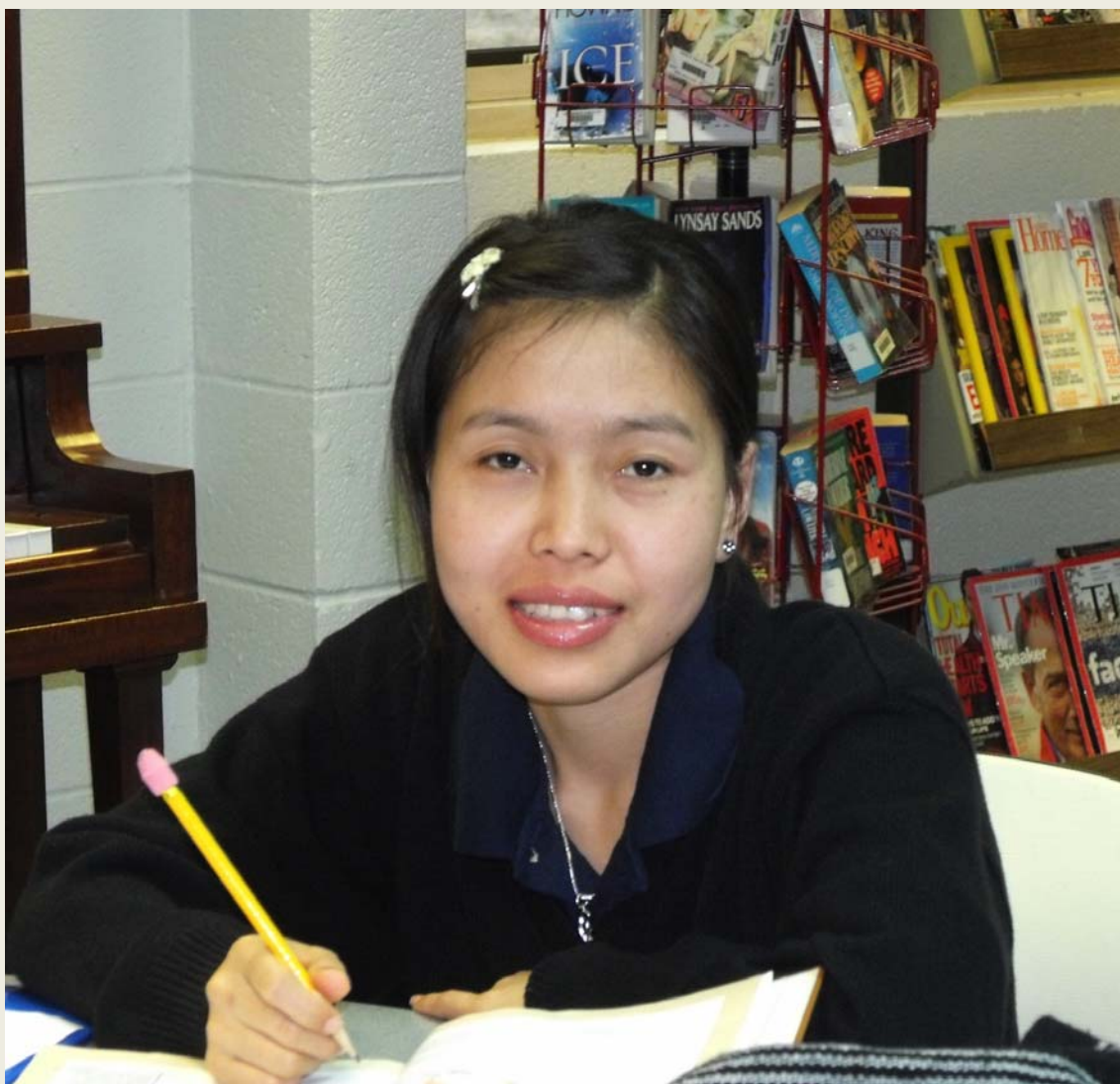
I got shot down again when I suggested untimed tests for ELLs. They said we can follow state law for tests that have something to do with state-accredited courses, but they still will not allow extra time on their TEST of BASIC ADULT EDUCATION, or TABE test.



Reflections after 2nd F2F

Our second face-to-face was yesterday. I think we've all become comfortable with each other and we have formed a unit that will benefit all of us in the future.

Guyla put tons of work into a project for her school district, and she was kind enough to share that work as a resource for all of us. Teri brought lots of books, most of which she donated to our library at Job Corps. She also gave our library a Kindle. We don't have any similar technology available to our students, so I am extremely grateful for her generous donation! She told me there are dictionaries of several languages available for the Kindle, so I plan to get as many different dictionaries on it as I can, so my ELLs can use it. THANK YOU, TERI!!!



Lay Aye

Week 13 Reflections

Lay Aye started her work-based learning in our library this week. She caught up on all the shelving that needed to be done, put barcodes and spine labels on a lot of new books, and covered many of them. She learned how to check books out, and back in. She works quickly and is very accurate in all that she does.

I have found that the other students need to be trained too. They need to learn to pronounce their last names carefully, and to spell them, so she can find their library cards. They kind of take it for granted that the person checking out the books, (up until now, me) knows who they are. I explained to Lay Aye that if she works in a public library, the patrons will have their card with them most of the time, so she won't have to ask them to spell their names.

I'm having a hard time keeping ahead of her with projects – what a great “problem” to have after being so far behind that I thought I'd never catch up!

Final Reflections

As this class nears finals week, I'm thankful that Joan overloaded us in the beginning knowing that it would give us a breather at this point in the course. My final project in my other class is taking more of my time now, and it's nice to know that I only have a little bit of writing left to finish my final paper in this class.

As a result of this class, I have grown as a student and as a teacher. I have implemented new activities such as the "messenger and scribe" in my classroom. I have always advocated reading, but I'm more insistent about it now.



My students have always balked at the "Critical Thinking" activities in their textbooks, and the teacher who taught those classes before me let them skip those questions, or only do one of them per section. I have re-written the assignments to include all of the critical thinking questions, because I think they really need those skills.

Above all, I appreciate Joan's advocacy for libraries! I know first-hand the effects of budget cuts on libraries and how hard it is to keep a collection up-to-date with very limited resources. I am even more determined now to provide "home-run" books in my library, and to do everything in my power to guide my students to becoming life-long learners who LOVE to read!